



Competence description 5: Promoting health and wellbeing

COMMON FRAMEWORK

Sub-competence level	Category	Sub-competences					
		Promoting a healthy environment	Evidences	Building confidence	Meeting needs	Evidences	
Beginning	Skills	Am I able to provide a safe and nurturing environment for all learners?		Do I provide my learners with effective support and opportunities to be challenged?		Do I respond appropriately in order to break down barriers to learning?	
	Skills	Do I ensure that all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included?		To what extent do I help my learners to develop their self-confidence?		Do I encourage learners to analyse their own needs?	
	Knowledge and understanding	Do I understand my role and responsibility in supporting learners' health and wellbeing?		Do I know how ensure learning tasks are varied, differentiated and designed to build confidence and promote the progress of all learners?		Am I aware of the barriers to learning that might confront a diverse group of learners?	
		Do I know how to provide a safe learning environment?			Do I know strategies and methods of individualisation and differentiation?		
Attitudes	Is it important to me to take account of the need to ensure that all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included when planning my lessons?		Do I show commitment to raising learners' expectations of themselves and others?		Do I seek advice from colleagues in relation to all learners' needs, as required?		
Competent	Skills	How effective are my approaches to support wellbeing (e.g. buddies, mentors, safe areas)?		What opportunities do I provide for my learners to work with others to contribute to their communities as active citizens?		Do I actively promote equality, fairness and diversity?	
		To what extent do I take account of local and national documents and guidance?					
	Knowledge and understanding	Do I know and understand the issues surrounding child protection and safeguarding?		Do I know how to ensure that my curriculum is designed to develop and promote equality and diversity and eliminate discrimination?		Do I help colleagues to undertake regular professional learning around legislation, statutory requirements and codes of practice?	
		Do I know of initiatives, projects and methods to support the wellbeing of learners?			Do I communicate with parents, carers, partners and learners across these key themes?		
Attitudes	How well do my learners show consideration for others and demonstrate positive behaviour and relationships?		How open am I to change?		Do I see diversity as a positive resource in the classroom and establishment?		
	Am I willing to be a role model to promote wellbeing and a healthy way of life?		Do I value the opportunity to be trained and to participate in teacher training activities to improve my practice?				
Advanced	Skills	Do I help to ensure that approaches to child protection and safeguarding are known and understood by all across the school community?		Do I seek out and respond positively to potential partnerships which will lead to better outcomes for the learners I work with?		How effectively do I use data about poverty levels in the community to help target interventions?	
					Can I demonstrate that interventions have improved attainment for groups and individuals facing barriers to learning (including poverty)?		
	Knowledge and understanding	Do I know the wellbeing indicators and the United Nations Convention on the Rights of the Child (UNCRC)?		Am I knowledgeable about the steps to take to improve outcomes for learners?		Am I aware of current available data about levels of poverty in the community to help target interventions?	
		Do I keep up to date with safeguarding practice (including, for example, e-safety, extremism, female genital mutilation and child sexual exploitation)?		Am I knowledgeable about the steps to take to improve forms of self-directed learning?		Do I know how to improve attainment for groups and individuals facing barriers to learning (including poverty)?	
Attitudes	How do I, along with colleagues, ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?		Do I believe that all learners can have their confidence improved with appropriate support, and that I can help to ensure this happens across my school and community?		To what extent do I and others in our establishment celebrate diversity?		
	How important is it to me to involve colleagues, parents and carers in developing approaches which support the wellbeing of the whole establishment?		Do I ensure sufficient time is available to embed improvements?				